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ABSTRACT

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

January 1969 United States Training and Employment Service Technical Report S-299

S-299

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Development of USTES Aptitude Test Battery

for

Librarian

(library) 100.168

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

Technical Report on Development of USTES Aptitude Test Battery

For . . . . . .

Librarian (library) 100.168
S-299

(Developed in Cooperation with the
California, Michigan and Pennsylvania
State Employment Services)

U. S. Department of Labor
Manpower Administration

January 1969

FOREWORD

The United States Training and Employment Service General Aptitude Test Battery (GATB) was first published in 1947. Since that time the GATB has been included in a continuing program of research to validate the tests against success in many different occupations. Because of its extensive research base the GATB has come to be recognized as the best validated multiple aptitude test battery in existence for use in vocational guidance.

The GATB consists of 12 tests which measure 9 aptitudes: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, with a standard deviation of 20.

Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, in combination, predict job performance. For any given occupation, cutting scores are set only for those aptitudes which contribute to the prediction of performance of the job duties of the experimental sample. It is important to recognize that another job might have the same job title but the job content might not be similar. The GATB norms described in this report are appropriate for use only for jobs with content similar to that shown in the job description included in this report.

GATB Studies #2473, 2492, 2730

DEVELOPMENT OF USTES APTITUDE TEST BATTERY

FOR

Librarian (library) 100.168-026
S-299

This report describes research undertaken for the purpose of validating the General Aptitude Test Battery (GATB) norms for the occupation of Librarian (library) 100.168-026. The following norms were established:

GATB Aptitudes	Minimum Acceptable GATB Scores
G - General Learning Ability	110
N - Numerical Aptitude	100
Q - Clerical Perception	110
K - Motor Coordination	100

RESEARCH SUMMARY - VALIDATION SAMPLE

Sample:

The validation sample was comprised of two subsamples:

Subsample I - 230 (49 males and 181 females) workers employed in various public libraries in Michigan.

Subsample II - 51 (16 males and 35 females) workers employed as librarians in Pennsylvania.

This study was conducted prior to the requirement of providing minority group information. Therefore, minority group composition is unknown.

Criterion:

Supervisory ratings.

Design:

Concurrent (test and criterion data were collected at approximately the same time).

Minimum aptitude requirements were determined on the basis of a job analysis and statistical analyses of aptitude mean scores, standard deviations, aptitude-criterion correlations and selective efficiencies.

Concurrent Validity:

Phi Coefficient = .21 (P/2 < .0005)

Effectiveness of Norms:

Only 66% of the nontest-selected workers used for this study were good workers; if the workers had been test-selected with the above norms, 76% would have been good workers. 34% of the nontest-selected workers used for this study were poor workers; if the workers had been test-selected with the above norms, only 24% would have been poor workers. The effectiveness of the norms is shown in Table 1.

TABLE 1

Effectiveness of Norms

	Without Tests	With Tests
Good Workers	66%	76%
Poor Workers	34%	24%

SAMPLE DESCRIPTION - VALIDATION STUDY

Size:

N = 281

Occupational Status:

Employed workers

Work Setting:

Subsample I - Workers were employed in various public libraries in Michigan.

Subsample II - Workers were employed at branches of the Free Library of Philadelphia, Philadelphia, Pennsylvania.

Selection Requirements:

Education: Bachelor's degree in library science and additional graduate training in this field.

Previous Experience: None specified.

Tests: None specified.

Principal Activities:

The job duties for each worker are comparable to those shown in the job description on the Fact Sheet.

Minimum Experience:

All workers in the sample had at least five months total job experience.

TABLE 2

Means, Standard Deviations (SD), Ranges for the Combined Sample and Pearson Product-Moment Correlations with the Criterion (r) for each Subsample for Age, Education, and Experience

	Mean	SD	Range	r (Michigan sample)	r (Pennsylvania sample)
Age (years)	40.9	10.9	22-70	-.128	-.162
Education (years)	17.3	.8	16-20	.019	-.169
Experience (months)	88.2	97.4	5-468	.125	.174

EXPERIMENTAL TEST BATTERY

All twelve tests of the GATB, B-1002 B were administered during the period of May, 1962 to May, 1963.

CRITERION

The criterion data consisted of supervisory ratings of job proficiency. The worker's immediate supervisor made two ratings with a time interval of at least two weeks between ratings (Subsample I). Only one set of ratings was obtained for the workers in Subsample II.

Rating Scale:

USES Form SP-21 "Descriptive Rating Scale." (See Appendix) This scale consists of nine items covering different aspects of job performance. Each item has five alternatives corresponding to different degrees of job proficiency.

Reliability:

Subsample I: The coefficient of reliability between the two ratings is .93 indicating a significant relationship. Therefore, the final criterion consisted of the combined scores of the two sets of ratings.

Subsample II: Since only one set of ratings was available, the reliability of the criterion was estimated by correlating the total descriptive rating scale scores and the rating on "Item I" ("all-around" ability) of the scale. This correlation is .87.

Criterion Score Distribution:

	Subsample I - Michigan	Subsample II - Pennsylvania
Possible Range	18-90	9-45
Actual Range	28-90	21-45
Mean	70.6	34.8
Standard Deviation	11.8	5.3

Criterion Dichotomy:

The criterion distribution was dichotomized into low and high groups by placing 34% of the sample in the low group to correspond with the percentage of workers considered unsatisfactory or marginal. Workers in the high criterion group were designated as "good workers" and those in the low group as "poor workers." **The criterion critical score is 67 for Subsample I and 34 for Subsample II.**

APTITUDES CONSIDERED FOR INCLUSION IN THE NORMS

Aptitudes were selected for tryout in the norms on the basis of a qualitative analysis of job duties involved and a statistical analysis of test and criterion data. Tables 3, 4, and 5 show the results of the qualitative and statistical analyses.

TABLE 3

Qualitative Analysis

(Based on the job analysis, the aptitudes indicated appear to be important to the work performed)

Aptitude	Rationale
G - General Learning Ability	Required to complete requirements for college degree; to understand written and oral instructions; to make independent judgments in dealing with the general public; to comprehend the various library files and related materials.
V - Verbal Aptitude	Required to understand printed matter, converse in a precise manner, and to deliver speeches.

TABLE 3

Aptitude	Rationale
N - Numerical Aptitude	Required to formulate and maintain library budget, to supervise purchasing, to keep records.
Q - Clerical Perception	Required to inspect written matter, catalog books and maintain records, fill new catalog cards, and to check card files.

TABLE 4

Means, Standard Deviations (SD), Ranges for the Combined Sample, and Pearson Product-Moment Correlations with the Criterion (r) for each Subsample for the **Aptitudes of the GATB**

Aptitudes	Mean	SD	Range	r (Michigan sample)	r (Pennsylvania sample)
G - General Learning Ability	118.3	15.4	81-160	.234**	.089
V - Verbal Aptitude	127.9	15.5	86-168	.177**	.182
N - Numerical Aptitude	108.5	15.4	69-153	.291**	.062
S - Spatial Aptitude	105.4	17.5	61-153	.083	-.059
P - Form Perception	102.5	20.0	53-151	.204**	.250
Q - Clerical Perception	122.3	17.6	78-166	.253**	.358**
K - Motor Coordination	114.2	17.0	49-165	.202**	.290*
F - Finger Dexterity	94.0	21.3	41-173	.189**	.144
M - Manual Dexterity	89.6	21.4	21-166	.204**	-.047

* Significant at the .05 level
** Significant at the .01 level

TABLE 5

Summary of Qualitative and Quantitative Data

Type of Evidence	Aptitudes								
	G	V	N	S	P	Q	K	F	M
Qualitative Analysis of Aptitudes Required	X	X	X			X			
Aptitudes with Relatively High Means	X	X				X			
Aptitudes with Relatively Low Standard Deviations									
Aptitudes with Significant r (Michigan)	X	X	X		X	X	X	X	X
Aptitudes with Significant r (Pennsylvania)						X	X		
Aptitudes to be Considered for Trial Norms	G	V	N		P	Q	K	F	M

DERIVATION AND VALIDITY OF NORMS

Final norms were derived on the basis of a comparison of the degrees to which trial norms consisting of various combinations of Aptitudes G, V, N, P, Q, K, F and M, at trial cutting scores, were able to differentiate between the 66% of the sample considered good workers and the 34% of the sample considered poor workers. Trial cutting scores at five-point intervals approximately one standard deviation below the mean are tried because this will eliminate about one-third of the sample with three-aptitude norms. For two-aptitude trial norms, minimum cutting scores of slightly more than one standard deviation below the mean will eliminate about one-third of the sample; for four-aptitude trial norms, cutting scores of slightly less than one standard deviation below the mean will eliminate about one-third of the sample. The Phi Coefficient was used as a basis for comparing trial norms. The optimum differentiation for the occupation of Librarian (library) 100.168-026 was provided by norms of G-110, N-100, Q-110 and K-100. The validity of these norms is shown in Table 6 and is indicated by a Phi Coefficient of .21 (statistically significant at the .0005 level).

TABLE 6

Concurrent Validity of Test Norms
G-110, N-100, Q-110, and K-100

	Nonqualifying Test Score	Qualifying Test Scores	Total
Good Workers	77	108	185
Poor Workers	62	34	96
Total	139	142	281

Phi Coefficient (ϕ) = .21 Chi Square (X^2_{xy}) = 12.4
Significance Level = P/2 $<$.0005

DETERMINATION OF OCCUPATIONAL APTITUDE PATTERN

The data for this study met the requirements for incorporating the occupation studied into OAP 4 which is shown in Section II of the Manual for the General Aptitude Test Battery. The OAP 4 norms of G-105, N-110 and Q-105 yield a Phi Coefficient of .19.

CHECK STUDY RESEARCH SUMMARY SHEET

S-299 GATB #2730

Librarian (library) 100.168-026

Check Study Research Summary

Sample:

85 Library Science students (17 male and 68 female) enrolled in a one year course at Immaculate Heart College and University of Southern California in Los Angeles, California. **Seven minority group members (4 orientals and 3 Negroes) were included in the sample.**

TABLE 7

Means, Standard Deviations (SD), Ranges, and Pearson Product-Moment Correlations with Criterion (r) For Age, Education and GATB Aptitudes for Check Study.

	Mean	SD	Range	r
Age (years).....	35.0	9.8	22-61	- .033
Education (years).....	16.8	0.6	16-19	- .046
G - General Learning Ability.....	124.5	12.1	89-147	.332 **
V - Verbal Aptitude.....	130.4	12.8	88-158	.146
N - Numerical Aptitude.....	116.3	13.2	81-147	.383 **
S - Spatial Aptitude.....	115.1	16.3	74-153	.190
P - Form Perception.....	117.8	19.5	77-169	.335 **
Q - Clerical Perception.....	131.8	15.8	104-171	.371 **
K - Motor Coordination.....	117.6	16.2	70-149	.287 **
F - Finger Dexterity.....	96.3	17.7	36-141	.191
M - Manual Dexterity.....	97.0	22.5	22-136	.256 *

* Significant at the .05 level.
** Significant at the .01 level.

Criterion:

Grade-point **averages**

Design:

Longitudinal (test data were collected while going to school, and criterion data were collected **in 1968 at the completion of the course.**

Principle Activities:

The course of study is shown in the appendix.

Predictive Validity:

Phi Coefficient = .48 ($P/2 < .0005$)

Effectiveness of Norms:

Only 69% of the non-test-selected students in this sample were good students; if they had been test-selected with the S-299 norms, 83% would have been good students. 31% of the non-test-selected students used for this study were poor students; if they had been test-selected with the S-299 norms, only 17% would have been poor students. The effectiveness of the norms when applied to this independent sample is shown graphically in Table 8.

TABLE 8

Effectiveness of S-299 Norms on Check Study Sample

	Without Tests	With Tests
Good Students	69%	83%
Poor Students	31%	17%

TABLE 9

Predictive Validity of S-299 Norms on Check Study Sample

	Nonqualifying Test Scores	Qualifying Test Scores	Total
Good Students	6	53	59
Poor Students	15	11	26
Total	21	64	85

Phi Coefficient (ϕ) = .48
Chi Square (X^2_y) = 19.4
Significance Level = $P/2 < .0005$

SP-21
Rev. 2/61

DESCRIPTIVE RATING SCALE
(For Aptitude Test Development Studies)

Score____

RATING SCALE FOR _____
D. O. T. Title and Code

Directions: Please read Form SP-20, "Suggestions to Raters", and then fill in the items listed below. In making your ratings, only one box should be checked for each question.

Name of Worker (print) _____
(Last) (First)

Sex: Male_____ Female_____

Company Job Title: _____

How often do you see this worker in a work situation?

☐ See him at work all the time.

☐ See him at work several times a day.

☐ See him at work several times a week.

☐ Seldom see him in work situation.

How long have you worked with him?

☐ Under one month.

☐ One to two months.

☐ Three to five months.

☐ Six months or more.

A. How much work can he get done? (Worker's ability to make efficient use of his time and to work at high speed.)

☐ 1. Capable of very low work output. Can perform only at an unsatisfactory pace.

☐ 2. Capable of low work output. Can perform at a slow pace.

☐ 3. Capable of fair work output. Can perform at an acceptable but not a fast pace.

☐ 4. Capable of high work output. Can perform at a fast pace.

☐ 5. Capable of very high work output. Can perform at an unusually fast pace.

B. How good is the quality of his work? (Worker's ability to do high-grade work which meets quality standards.)

☐ 1. Performance is inferior and almost never meets minimum quality standards.

☐ 2. The grade of his work could stand improvement. Performance is usually acceptable but somewhat inferior in quality.

☐ 3. Performance is acceptable but usually not superior in quality.

☐ 4. Performance is usually superior in quality.

☐ 5. Performance is almost always of the highest quality.

C. How accurate is he in his work? (Worker's ability to avoid making mistakes.)

☐ 1. Makes very many mistakes. Work needs constant checking.

☐ 2. Makes frequent mistakes. Work needs more checking than is desirable.

☐ 3. Makes mistakes occasionally. Work needs only normal checking.

☐ 4. Makes few mistakes. Work seldom needs checking.

☐ 5. Rarely makes a mistake. Work almost never needs checking.

D. How much does he know about his job? (Worker's understanding of the principles, equipment, materials and methods that have to do directly or indirectly with his work.)

☐ 1. Has very limited knowledge. Does not know enough to do his job adequately.

☐ 2. Has little knowledge. Knows enough to "get by."

☐ 3. Has moderate amount of knowledge. Knows enough to do fair work.

☐ 4. Has broad knowledge. Knows enough to do good work.

☐ 5. Has complete knowledge. Knows his job thoroughly.

E. How much aptitude or facility does he have for this kind of work? (Worker's adeptness or knack for performing his job easily and well.)

☐ 1. Has great difficulty doing his job. Not at all suited to this kind of work.

☐ 2. Usually has some difficulty doing his job. Not too well suited to this kind of work.

☐ 3. Does his job without too much difficulty. Fairly well suited to this kind of work.

☐ 4. Usually does his job without difficulty. Well suited to this kind of work.

☐ 5. Does his job with great ease. Exceptionally well suited for this kind of work.

F. How large a variety of job duties can he perform efficiently? (Worker's ability to handle several different operations in his work.)

☐ 1. Cannot perform different operations adequately.

☐ 2. Can perform a limited number of different operations efficiently.

☐ 3. Can perform several different operations with reasonable efficiency.

☐ 4. Can perform many different operations efficiently.

☐ 5. Can perform an unusually large variety of different operations efficiently.

G. How resourceful is he when something different comes up or something out of the ordinary occurs? (Worker's ability to apply what he already knows to a new situation.)

☐ 1. Almost never is able to figure out what to do. Needs help on even minor problems.

☐ 2. Often has difficulty handling new situations. Needs help on all but simple problems.

☐ 3. Sometimes knows what to do, sometimes doesn't. Can deal with problems that are not too complex.

☐ 4. Usually able to handle new situations. Needs help on only complex problems.

☐ 5. Practically always figures out what to do himself. Rarely needs help, even on complex problems.

H. How many practical suggestions does he make for doing things in better ways? (Worker's ability to improve work methods.)

☐ 1. Sticks strictly with the routine. Contributes nothing in the way of practical suggestions.

☐ 2. Slow to see new ways to improve methods. Contributes few practical suggestions.

☐ 3. Neither quick nor slow to see new ways to improve methods. Contributes some practical suggestions.

☐ 4. Quick to see new ways to improve methods. Contributes more than his share of practical suggestions.

☐ 5. Extremely alert to see new ways to improve methods. Contributes an unusually large number of practical suggestions.

I. Considering all the factors already rated, and <u>only</u> these factors, how acceptable is his work? (Worker's "all-around" ability to do his job.)

☐ 1. Would be better off without him. Performance usually not acceptable.

☐ 2. Of limited value to the organization. Performance somewhat inferior.

☐ 3. A fairly proficient worker. Performance generally acceptable.

☐ 4. A valuable worker. Performance usually superior.

☐ 5. An unusually competent worker. Performance almost always top notch.

A-P-P-E-N-D-I-X

Library Science - Course of Study
For Check Study Sample

Course Description: All candidates must complete 12 units of required courses, 6 units of two of the three bibliography courses, and 12 units of approved elective courses. One semester unit corresponds to one hour weekly in lecture or recitation in addition to the time required for preparation.

Required Courses:

Introduction to Librarianship - Evolution of the modern library: characteristics and functions of libraries as social agencies; current trends in librarianship; critical survey of library literature.	3 units
Administration of Libraries - General principles of administration and their application to the organization and management of different types of libraries.	3 units
Cataloging and Classification - Organizing library collections of various types; principles and practices of cataloging and classification.	3 units
Book Selection - Criteria of book selection; building and maintaining collections; appraisal of aids, reviews, and other sources of information; the current publishing world; library acquisitions policies.	3 units
Bibliography of the Humanities - Principles and philosophy of book selection and reference work in fine arts, literature, philosophy, and religion.	3 units
Bibliography of the Social Sciences - Principles and philosophy of book selection and reference work in business and economics, education, history, geography, political science, and sociology.	3 units
Bibliography of the Sciences - Principles and philosophy of book selection and reference work in biological, general, and physical sciences and applied science.	3 units

Elective Courses:

History of Books and Printing - Development of writing and printing in their aesthetic and technical aspects; book production and distribution.	3 units
Reading Guidance for Adults - The library in adult education; books and other informational materials; appraisal of individual and group reading interests, habits, needs, and abilities; techniques of reading guidance for adults.	3 units
Reading Guidance for Young People - Reading guidance for young people in and out of school; development of criteria through study of reading interests, habits, and needs.	3 units
Reading Guidance for Children - Critical study of children's literature; evaluation of books for children in relation to their reading interests, needs, and abilities; techniques of reading guidance for children in the school and public library.	3 units

Bibliography of the Biomedical and Physical Sciences - Selecting, evaluating, and using books and specialized reference and bibliographic tools in the fields of scientific and biomedical literature.	3 units
Basic Aspects of Law Librarianship - Legal bibliography and methods of research; book selection and acquisitions, organization of materials, and the administration of legal collections.	3 units
Government Publications - Acquisition, organization, and use of selected local, national, international, and foreign government publications.	3 units
The American Public Library - Public library service in municipal, county, and regional libraries; the social, governmental, and financial aspects of public library administration.	3 units
College and University Libraries - College and university library service in relation to the problems of modern higher education; special problems of organization and administration in academic libraries.	3 units
The School Library as a Materials Center - Library service in the elementary and secondary school; place of the library in the educational program; special problems of organization and administration.	3 units
Library Service to Children and Young People - Philosophy and objectives of library service to children and young people in the public library and elementary school library; standards and techniques; organization and administration; includes techniques of storytelling.	3 units
Technical Libraries - Librarianship in libraries serving agencies engaged in scientific or industrial research and development; administration; materials and sources; organization and retrieval of information; services.	3 units
Information Storage and Retrieval - Survey of methods of recording, indexing, and retrieving information; nonconventional retrieval systems.	3 units
Data Processing in Library Technical Services - A survey of systems concepts and data processing in applications in library technical services.	3 units
History of Libraries - Development of libraries from earliest times to the present; particular aspects of library history in the United States.	3 units
Advanced Bibliography - Nature of bibliography as a discipline; techniques of analytical, descriptive, and enumerative bibliography; bibliographical organization and control.	3 units
Special Problems in Technical Services - Special problems of coordinating systems of libraries and centralized services in acquisitions, cataloging, and classification.	3 units
Research Methods in Library Science - Research methods and procedures with application to specific problems in library field.	3 units

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FACT SHEET

Job Title: Librarian (library) 100.168-026

Job Summary: Guides patrons in the use of reference sources; catalogs books and verifies information; reviews and evaluates materials for purchase by the library; removes worn, obsolete or seldom used items and decides their disposition; prepares book lists and bibliographies; selects and prepares materials for exhibits; prepares and delivers talks to groups; assists in the formulation and maintenance of library budgets. May supervise a section or small branch library.

Work Performed: Guides patrons in use of reference sources by any of the following methods: Selects reading or reference material to help patron in locating information and/or material for specific purposes according to expressed need; gives specific instructions on the method of using card catalog; directs patron to special collection or section of the library, depending upon the specific need; points out available directories, yearbooks and the like; refers patron to other agencies such as historical societies, special or private libraries. Answers questions on a variety of subjects such as current events, religious symbols, international trade agreements and literary awards. Refers to book lists, bibliographies and personal knowledge of books in all fields, special collections and departments. Advises patron about library services and facilities through direct contacts with individuals or through talks to groups of all ages.

Catalogs books and verified information on Library of Congress cards by checking title page of books and changing items to conform to library practices. Inserts identifying information on cards by using the Dewey Decimal System and Cutter's Authority Table.

Reviews and evaluates books, periodicals, pamphlets and other material for possible selection for purchase by the library by using standard professional book reviews (Saturday Review of Literature, Library Journal, American Library Association Book List, etc.) or by reading the work in its entirety. Makes written or oral report to supervisor.

Removes worn, obsolete or seldom used items from the collection by continuous inspection and planned periodic weeding referring to library's replacement lists, departmental policy statements, standard bibliographies and school reading lists; uses own professional judgment in determining whether the items are to be destroyed, repaired, or rebound.

Prepares book lists and bibliographies by committee participation. Selects and prepares materials for exhibits on a variety of themes, either by assignment or upon independent judgment.

Assists in the formulation and maintenance of the library budget. (a) Estimates departmental and overall budget for acquisitions. Reviews departmental purchase records of previous years. Uses knowledge of book markets, publishing, and costs to translate departmental needs into financial terms. Specifies the division of book funds that best meet the total needs of the library. May be required to estimate funds needed for binding, book repair, photographic work, and other activities. Submits estimate to library administrator. (b) Supervises departmental purchasing according to assigned budget. Keeps records of

departmental purchases and balances. Periodically submits a budget statement to the administration.

Prepares and delivers talks to groups of patrons. Reviews material deemed appropriate for study and outlines points to be discussed; prepares book lists and bibliographies for distribution to groups for further study or for pleasurable reading; addresses groups and promotes discussion within the groups and answers questions. May use exhibits. May narrate stories to children.

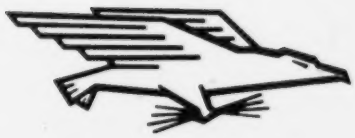
May perform some of the following duties: Supervise the operation of a small branch library, a special section in a branch or at the central library; supervise lower level professional and/or subprofessional employees who perform tasks such as routine aspects of library work, receiving and changing books, shelving books, registering borrowers, and custodial services.

Effectiveness of Norms: Only 66% of the nontest-selected workers used for this study were good workers; if the workers had been test-selected with the S-299 norms, 76% would have been good workers. 34% of the nontest-selected workers used for this study were poor workers; if the workers had been test-selected with the S-299 norms, only 24% would have been poor workers. (Validation sample)

Only 69% of the nontest-selected students used for this study were good students; if the students had been test-selected with the S-299 norms, 83% would have been good students. Thirty-one percent of the nontest-selected students used for this study were poor students; if the students had been test-selected with the S-299 norms, only 17% would have been poor students. (Cross-Validation sample)

Applicability of S-299 Norms: The aptitude test battery is applicable to jobs which include a majority of duties described above.

GPO 879-074



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